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ABSTRACT

This handbook presents guidelines for developing, monitoring, and evaluating cooperative educational opportunities that allow students to document learning gained on their current job, through work-study placements, or through placements in local business. The handbook first outlines the objectives of the Community College of Vermont's cooperative education program, and then discusses four activities that must precede student placement in cooperative positions: recruiting students; interviewing each student to assess his/her level of motivation and commitment to the activity; selecting a suitable position and assessing the amenability of the supervisor to the cooperative education program; and conducting a meeting between the supervisor, the student, and the program coordinator to clarify the expectations of all parties and to write a learning contract. The handbook then describes the components of the learning contract, which specify: (1) the number of credits to be earned and the degree requirements to be fulfilled; (2) cognitive, affective, and/or psychomotor learning objectives; (3) learning activities; and (4) evaluation criteria. Finally, the handbook presents guidelines for dealing with problems as they occur, evaluating student performance, evaluating and modifying the program itself, and maintaining adequate records. Forms, letters, and a sample learning contract are appended. (JP)

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Community College of Vermont

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a
handbook
for
coordinators
of
cooperative
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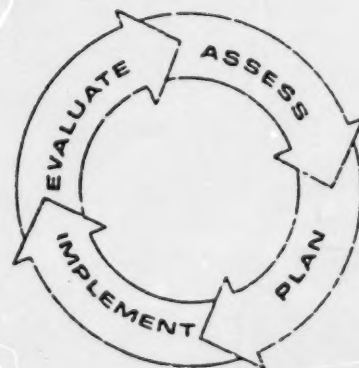
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The purpose of this handbook is to promote a consistent, high quality cooperative education program college wide. The handbook also attempts to put CCV's program in a communicable form for orienting new staff and for sharing with other non-traditional institutions offering or planning to offer cooperative education programs.

NOTE: Although primarily designed to serve coordinators of programs on traditional college campuses, A MANUAL FOR COORDINATORS OF COOPERATIVE EDUCATION by Charles F. Seaverns, Jr., Center for Cooperative Education, Northeastern University, Boston, Mass., is an excellent reference.

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INTRODUCTION

It is commonly accepted that an effective way to learn is through practice and experience. We believe that an especially meaningful way to learn is to integrate academic study with practical application. This integration of experiential and theoretical learning is the primary goal of cooperative education. This program provides an opportunity for students to explore new learning in a job setting: a practical application of knowledge. By coordinating work and study, the student is able to enhance both educational and career pursuits. The word "cooperative" is used to highlight the special relationship that takes place between the learner, the college, and the employer. This cooperation between the college and an outside agency, when effectively implemented, can produce a total educational program for students.

Students may be in a paid or volunteer position. They may use their present job, a work study placement, or find a placement with a local business or agency. The placement should offer the potential for academic learning, refining and developing skills and knowledge, preparing for job advancement, or for exploring new career possibilities. With the help of a CCV coordinator, and the job supervisor, the student will plan, carry out, and evaluate the work and learning experience.

Objectives

To provide an effective vehicle for career education and exploration.

To provide opportunities for students to apply academic understandings, develop skills and gain knowledge through a concrete job experience.

To enable students to combine significant learning in a chosen field with a possible means for financial support.

To provide for students an opportunity to develop attitudes and skills essential to satisfactory working relationships with supervisors and fellow workers.

To provide an alternative mode of learning to meet the various learning styles of adults.

To establish and expand college linkages with community agencies, businesses, and groups.

COORDINATING THE COOPERATIVE EDUCATION EXPERIENCE

Advertising and Recruitment

Aggressive advertising and recruitment are not normally necessary due to the high appeal of the program and the lack of enough staff to handle large numbers of placements. Each coordinator should determine the approximate number of placements appropriate and possible for their area given other job responsibilities. As a rule of thumb, it takes a minimum of three hours of coordinator time to set up and monitor each co-op. placement. Some students or mismatched placements will require much more time and energy. The number of placements can be increased by budgeting the money to contract with qualified community instructors or practitioners to fulfill the coordinating functions for a group of students.

At present, advertising is done through the course listings and a small information brochure. However, all degree students should be aware of the availability and the advantages of work experience learning through a thorough orientation to this learning model early in their program. It is especially important that presently employed students are aware of the potential for developing co-op. experiences on their job. Some students will also learn about co-op. by word of mouth from other students or through referral from other CCV staff or from agencies like Vocational Rehabilitation, Department of Employment Security, and CETA, etc.

Initial Interview with Student

The student should fill out an application form (see appendix) either before or during the initial interview. The purpose of this meeting is to discuss possible placements as they relate to the student's interests, background in the field of consideration, present educational program, and long range plans and goals. During the interview, an effort is made to assess the level of the student's motivation and commitment to the placement under consideration; to ensure that his or her expectations are clear and realistic; and to determine whether or not the student has the basic qualities that will make a placement feasible from an employer's point of view. If the student's prime motivation is the job and not the learning, any placement will be very risky. It is of crucial importance that the students feel a significant degree of commitment to both job assignments and learning objectives. In some cases (about 15-20%), it becomes evident in the initial interview that the student is not ready for a placement, and that some other types of learning experiences might be more appropriate or timely.

Finding and Arranging the Placement

The student may have a placement in mind or the CCV coordinator can work to locate an appropriate placement. The following are some of the criteria for good placements:

1. The environment affords a real learning potential for the specific student.

2. On-site supervision is readily available.
3. Instructional resources both human and material are available if supervisor is not qualified academically.
4. The quality and availability of supervision coincides with the student's needs.

When any one of the four criteria is absent, the scales start tipping toward a bad placement. Nothing is gained by trying to make more from a situation than actually exists.

Some students require a great deal of help finding and following through with a placement. Each coordinator must decide realistically how much time they can give. Assessing a placement (vital for both educational and public relations functions) either by telephone or personal visit is our obligation to the student. The coordinator should aim toward expanding and updating the file of potential and tested job resources. (See Sources For Job Leads in Appendix.) Questions to be answered when assessing a potential supervisor include:

- Is the potential supervisor new to the job? If so, there may not be enough time for the CCV student. This situation should be dealt with up front and in depth.
- Does the potential supervisor understand CCV philosophy, procedures, and undergraduate associate level mission?
- To many people, an internship or practicum connotes an advanced level of taking textbook skills and putting them into action. Many of the CCV practica students will be at a more basic level. Does the supervisor clearly understand the entry level of our student?
- What is the academic or experiential background of the potential supervisor? Use the CCV resume form to get this info.
- Is the potential supervisor already involved in supervising other interns? Is he/she overloaded?
- Does the potential supervisor have a good idea of the amount of time that is expected of him/her? Don't try to minimize the time--each student requires different amounts of time.
- How do you feel about the potential supervisor's attitude toward involvement with a CCV student? Do you feel the individual can keep communication lines open with the particular student you have in mind?
- A well organized co-op placement provides an in depth, enthusiastic PR function. A poorly set up practicum does the opposite. Are you reasonably confident that this placement will be good PR for the College?

Possible sources of funding should also be explored either directly from the employer or through programs like College Work/Study, CETA, etc.

Once a placement has been established, the following sequence of events should take place:

1. The coordinator gives the go ahead to the placement.
2. A "letter to the Agency" (see appendix) is sent to the employer (director, president, etc.)
3. The student (with whatever assistance is deemed necessary by the coordinator) meets with the prospective supervisor (job interview, discussion of goals, get acquainted, etc.).
4. Student registers. (see appendix)
5. The coordinator sets up a three-way meeting, if possible at the job site.

Finalizing the Placement and Developing the Learning Contract

The placement is finalized in a meeting between the coordinator, the student, and the job supervisor. Coordinators should plan on taking at least an hour for this session. The purposes of this meeting are to clarify mutual expectations, describe college procedures, and develop the first draft of the learning contract. This meeting sets the tone of the placement by spelling out expectations. The coordinator can prod both parties if necessary to get the essentials on the table from the start. Some topics to cover include:

1. CCV's ten areas of competence.
2. Work schedule in terms of hours on the job and direct contact hours with supervisor.
3. Responsibilities of CCV coordinator, work supervisor, and student (see appendix).
4. Lines of communication on the job as well as with the College.
5. Learning Contract development (see below).

Developing the Learning Contract

At this stage, the first draft of the CCV Learning Contract is written (see appendix for proper form). Usually, you can write the entire contract at this meeting while leaving room for some modification after the student has been on the job for a period of time. The coordinator should ask questions and take notes, trying to draw the potential learning out of the situation and phrasing them in the form of objectives. (See Appendix for example questions) Watching specific learning objectives take shape in a session like this can be a very satisfying experience. It is important to spend some time discussing good learning objectives, emphasizing the value

of being clear and explicit about the desired outcomes of the learning experience. Good objectives also set common mutual expectations which are important if future discrepancies between job requirements and student goals are to be avoided.

The following is a brief description of how the different parts of a learning contract can be developed.

I. CONTENT AREA

- A. Title - The title of the learning experience is similar to what a course might be titled if it covered the same content. However, it is usually more specific to a particular setting. The topic selected should briefly but accurately describe the area of learning as expressed in the detailed objectives. Some examples are:

Small Business Office Procedures
Teaching Reading to Elementary School Children
Health Care Practices in Nursing Homes

- B. Number of Credits - The number of credits awarded is determined by the amount of learning outlined, the hours spent on the job, hours spent doing outside reading or research, and direct contact hours with the supervisor. As a rule of thumb, 3 hours on the job or doing research is equal to 1 hour in class and each hour of direct instruction by the supervisor is equal to 1 classroom hour. Most learning contracts can be set up to equal 3 or 6 credit packages.

- C. Degree Requirements Fulfilled - Whenever possible, learning contracts should be established with the student's degree plans in mind. Usually, both the student's area of concentration and one or more of the ten competence areas can be addressed in the learning contract.

II. LEARNING OBJECTIVES

Learning objectives are written statements telling what the student should learn during the work experience. Effective objectives will describe what the student will know or be able to do at the successful completion of the work experience. Whenever possible, avoid very general outcomes such as "awarenesses", "appreciations", and "knowledges". Although perfectly legitimate as goals, these terms should be converted into more measurable or observable actions to reduce the confusion over what is meant by such general concepts. For the sake of clarity and measurability, use verbs that describe what the student does to demonstrate that he/she has achieved the desired understanding or skill. The following list should provide some examples.

- to describe the causes of some current problems of
- to name the elements in a
- to identify the parts of a
- to use the terminology of
- to differentiate correctly between.....and.....
- to disassemble and assemble a correctly

A handy reference for creating education objectives that cover all levels of learning from simple to complex is Bloom's Taxonomy of Educational Objectives (see appendix for condensed version). The taxonomy is a classification or hierarchy of educational goals and student behaviors. Objectives in the taxonomy are divided into three major areas:

1. The cognitive domain, which emphasizes recall and application of material
2. The affective domain, which concentrates on emotions and values
3. The psychomotor domain, which emphasizes action or motor skill

Coordinators with an awareness of Bloom's taxonomy can help students and supervisors avoid the pitfall of writing objectives aimed at only simple knowledge or skill levels. Instead, opportunities for more complex behaviors such as analysis, synthesis, and evaluation can be explored. However, the learning objectives should always be realistic in terms of the student's readiness and the job requirements.

III. LEARNING ACTIVITIES

Reading, writing, discussing, meeting, interviewing, designing, filing, teaching, operating, managing, etc., are words describing common activities from which learning can take place. The activities described should be directly related to the learning objectives outlined. For example;

Objective: The student is able to paraphrase problems as described by clients entering the clinic.

Activity: Interviewing clients entering the clinic's reception area.

This section of the learning contract should also outline the responsibilities of the instructor or supervisor. For example;

The supervisor will observe the student interviewing clients at least once per week and regularly give evaluative feedback on the student's performance.

NOTE: Some coordinators prefer to begin with the job activities (job description) and then determine appropriate objectives from the activity list. If this is your preferred method, be sure to explore sources for learning in potential activities that go beyond the routine work of the position.

IV. EVALUATION

The evaluation section of the learning contract should describe, for each objective, how the learning will be measured and what standards will be used to determine quality and quantity. Methods (the how) are usually easier to plan than are the criteria (the standards). Common methods include: oral or written tests, systematic observation by supervisor, review of essays and papers, role play situations, one to one dialogue, reports, diaries, logs, journals, and product assessment (portfolio completed, machine designed, pamphlet published, etc.). It is usually advantageous to plan more than one evaluation method if the skills and knowledge measured lend themselves to a variety of procedures. This will insure a comprehensive and reliable evaluation. If a skill is being measured, it is important to use an evaluation method that either uses the real situation or represents a close approximation of real performance under real conditions. This will insure that the evaluation has validity.

The evaluation criteria are like a set of specifications. They set in advance clear expectations for acceptable performance. They answer the "how well" and "how much" questions. Establishing these expectations in the learning contract will help to avoid disappointments, misunderstandings, and surprises later in the learning experience. Using an Intake Counselor placement in a mental health clinic, the following shows how the process might work.

Objective - The ability to effectively paraphrase a client's description of a problem situation.

Activity - Interviewing clients in reception area of clinic.

Evaluation

Method - One hour observation period per week by supervisor.

Criteria - Clients will indicate, either verbally or non-verbally, that a satisfactory interpretation of their situation has been made. This will be assessed by the supervisor.

Supervisor will judge employee's responses for: empathic understanding, clarity and completeness

As further examples, the following criteria statements are taken from various learning contracts.

The student's paper will demonstrate the use of hypothesis, logical reasoning and an understanding of basic principles.

Given by the supervisor a set of typical conditions, the student will successfully predict at least two possible consequences.

The employee developed filing system will be judged for:

- ease of access
- appropriateness of headings and organization

When developing criteria, the basic question to ask to all concerned parties is: "How will you know and what will you look for to see if the objective has been successfully accomplished?"

Monitoring and Trouble-shooting

The coordinator monitors placements through periodic contact (by phone, group meetings, one-to-one counseling) and visits each job site at least once during the semester. The coordinator should be available for supportive counseling when necessary. Some coordinators keep in touch with their co-op students through letter or postcard, primarily letting students know that they are available to discuss progress or any problems. The coordinator is also responsible for trouble-shooting, and helping students and supervisors resolve disagreements around job assignments or other points of friction. Intervention sometimes becomes necessary in response to calls from supervisors ("...hasn't shown up for work all week") or from students ("They're just giving me all the dull routine stuff that no one else wants, and I'm not learning anything!"). It is probably accurate to say that spending more preliminary time assessing student readiness and describing and clarifying expectations, will mean spending less time later on trouble-shooting a mismatched placement and on-the-job problems.

Group models for monitoring co-op ed. students, although never a complete substitute for one-on-one contacts and advisement, offer several advantages; some of which are:

1. They are more efficient in terms of coordinator time spent on each student placement.
2. They offer co-op students periodic contact with each other to discuss common problems and successes.
3. They provide opportunities for instruction and discussion around career oriented topics; work attitudes, communications skills, time-management, etc.

The actual form that group procedures take will depend on the needs and constraints of each regional office and of the individual students involved. However, there are three basic variations:

1. All co-op students gather two or three times during the semester to discuss issues and concerns.
2. Co-op students of similar academic programs or job placements meet periodically through the semester.
3. A series of support seminars, workshops, or a short course can be designed to cover career planning, problem solving, assertiveness training, resume preparation, or similar occupationally oriented topics.

Evaluation

As noted earlier, the learning contract describes the methods and criteria used to evaluate student performance. Descriptions of the results are written in a narrative format by both student and supervisor. The forms for this are attached to the learning contract (see appendix). Ideally, copies of the learning contract should be kept and continually referred to by both student and supervisor. However, to ensure that the narrative statements get the necessary attention, it is important to send students and supervisors an evaluation packet near the end of the placement period. This packet should include copies of the learning contract, the evaluation forms, and an explanatory letter (see appendix). Some coordinators feel that supplementing the mailing with a follow-up phone call or, better yet, a final job site visit will enhance the evaluation process.

NOTE: Job supervisors are not under formal contract as CCV instructors. Therefore, the official evaluation (for the student's record) must be completed by the coordinator on a separate evaluation form.

In addition to the narratives, many co-op ed. programs ask students to evaluate the work setting and their own performance in the work experience. This process can provide valuable information for future planning both in terms of developing your employer resource file and in relation to finding out more about student attitudes and performance in job settings (see appendix for suggested forms).

Program Evaluation and Modification

At the beginning of each year, regional coordinators should formulate objectives related to such things as number of placements, identification of areas that need improvement (such as placement monitoring, selection and counseling for drop out rate reduction, and ways to improve learning contract process), and special projects (writing of new materials, etc.). These goals and objectives provide topics for periodic discussions between the coordinator and the regional director, a focus for planning program improvements, and form a basis for end-of-the-year program evaluation (see appendix for Activity Worksheet for Stated Objectives developed by a regional coordinator).

Some regions ask students, at the end of each term, to evaluate the

service that they have received from CCV. These evaluations are then circulated among the staff and, when possible, suggestions are made for any necessary changes.

Record Keeping

An effective system of records is essential to the success of your cooperative education program. Good records, when systematically updated interpreted and evaluated, can serve as an important source of information for program planning and evaluation.

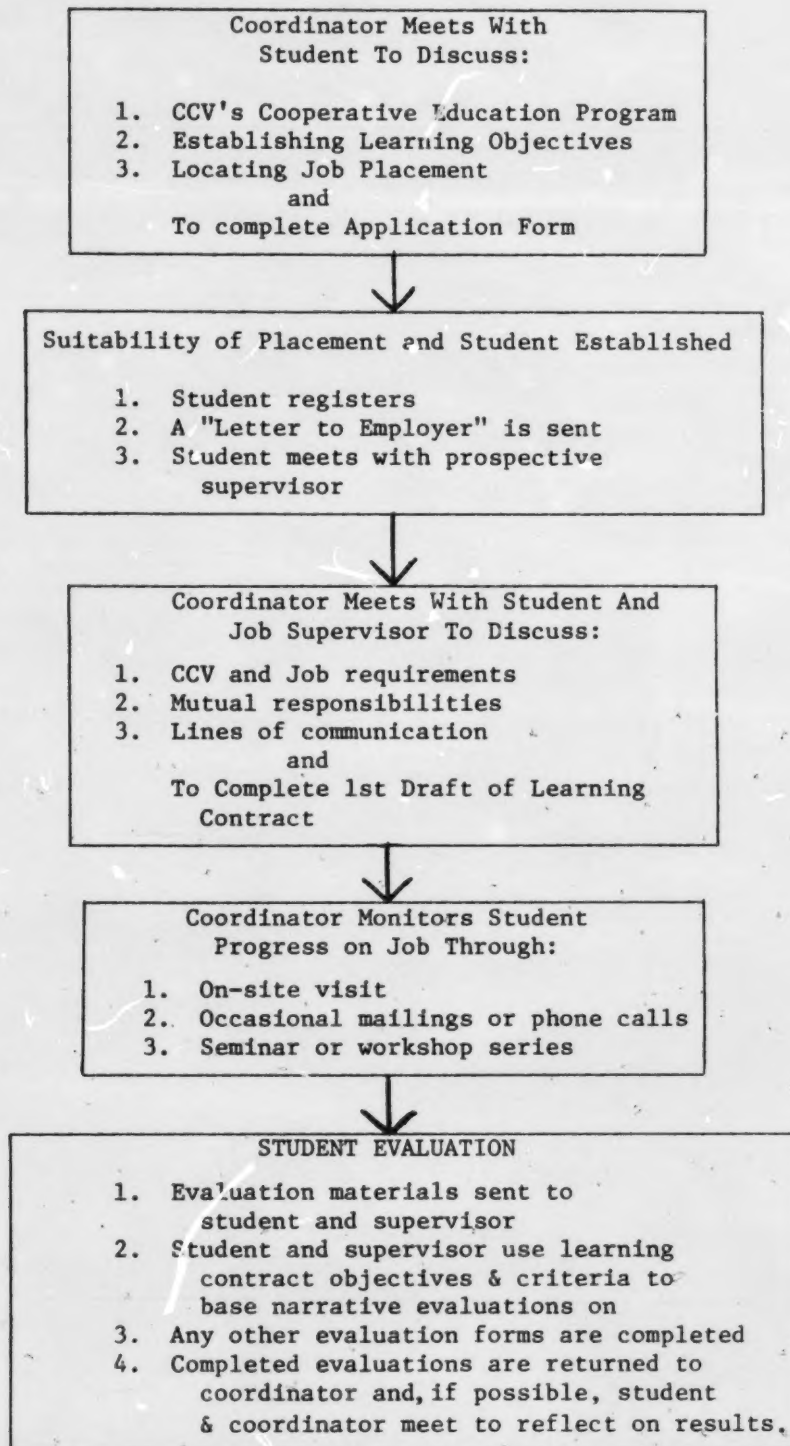
Each coordinator should have at least some form of record keeping procedures in the following areas:

Student Records - An active file should be kept on each student placed. Some coordinators prefer a notebook format and others prefer file folders. Copies of all completed forms, the learning contract, evaluations, any correspondence and notes from interviews or job site visits can be kept in this file. For counseling purposes, coordinators should also have access to each student's Study Progress Plan and Cumulative Record.

Agency and Placement Records - Basic information about active placement opportunities should be kept in each region. This file should include: the name, address, and telephone number of each agency or company; the name and title of your contact person; the names and employment dates for students placed in each agency; and a job description or other information.

For easy access, this information can be kept and updated on index or flip cards for use by students as well as coordinators.

COOPERATIVE EDUCATION SEQUENCE



COMMUNITY COLLEGE OF VERMONT

JOB DEVELOPMENT TECHNIQUES*

There are a variety of job development techniques available to the coordinator. Some are more effective in certain situations than others, but all are useful on occasion.

Direct Mail Campaign - Sending letters, brochures or announcements in the mail and soliciting responses is not usually effective but might produce some leads or helpful comments. This method can provide a foundation for later contacts.

Telephone Solicitation - Difficult at best. Normally used just to update employer files and mailing lists or to set appointment schedules.

Pre-planned Call - Visiting a prospective employer after previously making some contact and setting an appointment. Usually requires prior "prospecting" and knowledge of employer organization. Try to visit the key "decision-maker". Much time and effort is wasted on those who, while supportive, do not have the authority to say, "Yes".

"Cold" Prospecting - Dropping in on a prospective employer without prior knowledge or planning can be difficult and frustrating, but is more effective than mail or telephone. Provides information about employer and his organization and needs, and, if not successful, allows possibility for future contacts.

Articles, Speeches, News Releases, etc. - Good way to advertise without direct cost. Provides access to those who follow the professional literature, but is indirect and subtle. Remember Rotary, Kiwanis, Lions, etc., all need speakers.

Participation in Professional Organizations - Extremely effective if right groups are chosen. Remember, the organization must be one that includes the decision-maker from the businesses and agencies you wish to contact (e.g., a superintendents' association is preferable to a teachers' association).

Curriculum Advisory Councils - Popular in the two-year colleges, these councils give an immediate contact with the local representatives who know the employment needs of the community.

Directories, Help Wanted Ads, Yellow Pages, etc. - Good for measuring the "pulse" of an employment market. Keeps you knowledgeable as to where the needs exist and provides sources of leads.

Faculty and their Contacts - Remember, your community faculty have a variety of contacts in their professional fields and, if interested, can and will be quite helpful in providing leads.

These are some of the potential sources of job leads.

USE YOUR IMAGINATION

* Adapted from Northeastern University
Center for Cooperative Education's
"Sources For Job Leads"



Community College of Vermont

Central Administrative Offices

P.O. Box 81

Montpelier, Vermont 05602

(802) 828-2401

Dear

Thank you for your cooperation with Community College of Vermont in providing a learning opportunity for students.

This letter confirms the cooperative education arrangement between CCV and your organization. Our student will be working under the supervision of

Please feel free to contact our office if you have any questions.

Sincerely,

COMMUNITY COLLEGE OF VERMONT
COOPERATIVE EDUCATION APPLICATION

Student's Name _____ Date _____
Address _____ CGV Region _____

Telephone _____ Soc. Sec.# _____
Area of Study _____
Advisor's Name _____
Cooperative Coordinator's Name _____

What placement or supervisor do you have in mind?

What knowledge, special interests, skills or experience do you have in this area?

Do you have previous work experience?

How much time can you commit to this placement? (Please list number of hours per week, days and times.)

Are there special abilities, knowledge, or career skills that you want to learn from this experience?

How does this placement relate to your overall educational plan?

What classes or other learning experience are you enrolled in this term?

Student Signature

Coordinator Signature

* This is an initial application. Final acceptance for a Coop. placement will depend on job site availability and an assessment of your readiness for a work/learning assignment.

COMMUNITY COLLEGE OF VERMONT

COOPERATIVE EDUCATION

STUDENT INFORMATION

Cooperative Education provides an opportunity for students to combine work and study. By participating in a supervised work experience related to their academic or career interests, students can develop new skills and knowledge while earning college credit.

Placements may be part- or full-time, paid or volunteer. Students may use a work-study placement, their present job, or find a placement with a local agency or business. The College, the student, and the employer cooperate closely to make the job placement a meaningful learning experience.

Advantages to Students

Combining education with employment allows the practical application of knowledge; the student learns by doing.

Students can test out career plans, gain practical occupational information and develop proper employee habits and attitudes.

Students can develop the potential for more rapid career advancement.

In some cases, students can earn enough money to pay much of their education expenses.

Student Responsibilities

Obtain an application form at the nearest CCV office.

Discuss co-op program and possible placement with CCV advisor/coordinator.

Complete the application form and schedule a job site meeting with potential work supervisor.

Negotiate learning objectives with work supervisor and CCV coordinator, and complete learning contract.

During the co-op placement, students are responsible for:

- * meeting periodically with work supervisor
- * notifying CCV coordinator of progress or significant problems
- * if necessary, scheduling a mid-term conference with supervisor and CCV coordinator
- * submitting a final written self-evaluation report
- * if possible, scheduling a final evaluation meeting with your CCV coordinator

FOR MORE INFORMATION, PLEASE CONTACT YOUR NEAREST CCV OFFICE.

COMMUNITY COLLEGE OF VERMONT

COOPERATIVE EDUCATION PROGRAM

EMPLOYER INFORMATION

The Cooperative Education Program is designed to be a joint effort between employers, the Community College, and students. It provides a unique opportunity for students to combine academic study with concrete work experience. An employer who participates in the Cooperative Education program becomes involved in a very special educational process. Positions may be part-time or full-time, paid or volunteer; however, the placement should offer the opportunity for meaningful career, skill, or knowledge development.

Advantages to Employers

Cooperative students are usually motivated, interested, and eager to perform meaningful work assignments.

The addition of more staff can free regular employees for other important tasks.

It provides an effective method for the screening of potential workers.

The influx of new talent can stimulate supervisors and fellow employees with the concomitant increase in staff morale.

Employers, by assisting a student in the educational process, can reap good feelings and make a wise investment in the future.

Employer Responsibilities

Provide a qualified supervisor to oversee the student's progress in the fulfillment of goals and objectives.

Develop a work plan for the placement which offers opportunities for learning and growth.

Orient students regarding the agency, its staff and its functions.

Provide personal, material and programmatic support.

Complete necessary evaluation reports and advise CCV coordinator of job changes or problems.

COMMUNITY COLLEGE OF VERMONT

SUGGESTED COOPERATIVE EDUCATION REGISTRATION PROCEDURES

General - Cooperative Education placements are not tied to the semester schedule; they may last longer and start later. Cooperative Education starts when agreement is signed and the student registers.

Previous degree student with own (new) placement

- Fill out Cooperative Education application
- Register student after Coordinator approves form and placement

Previous degree student with continuing placement

- Talk with Coordinator - placement must involve new learning
- Then register

Previous degree student desiring placement

- Give application form to student
- Suggest they try to find placement
- Set up time to talk to Coordinator
- Register when Coordinator approves placement

New student with placement

- Fill out application; fill out previous jobs with references to be checked
- Talk with Coordinator
- Return application within 48 hours
- Make appointment to meet with Coordinator to review application and placement
- Register if approved

New student desiring placement

- Develop placement during semester except when good match is found in job bank

QUESTIONS FOR DEVELOPING THE LEARNING CONTRACT

When interviewing a student and employer, the coordinator can use these examples to help in phrasing questions which can draw potential learnings out of a work situation.

Is there specific information or a set of facts that need to be or can be learned on this job?

Are there technical terms or a special vocabulary that has to be learned on the job?

Will the student learn any special procedures, methodologies, or processes on the job?

Are there theories, generalizations or principles which dominate this particular field? If so, how can they best be learned?

What special skills can be developed on this job?

Is there any type of reasoning skills such as analysis that the student might learn on this job? What will the student be analyzing?

Can other types of reasoning or planning skills be developed?

What attitudes and work habits will the student need to develop to be successful at this job?

Which communication skills, if any, can be improved through experience on this job?

COMMUNITY COLLEGE OF VERMONT

Guidelines for the use of this form:

Fill in the student and employer information portion of this form. Using the underlined titles as headings, write complete descriptions for each section. Instructions are provided following each title. When completed, attach this cover sheet to the entire contract, sign and obtain the required signatures.

COOPERATIVE EDUCATION AGREEMENT
AND
LEARNING CONTRACT

Student and Employer Information:

Regional Location _____

Name _____ Soc. Sec. # _____
Address _____ Year _____ Term _____
Coordinator's Name _____
Telephone _____ Contract Period _____ To _____
Employer's Name _____ Work Hours per week _____
Work Site Address _____ Work Site Telephone _____

I. CONTENT AREA: (Include the following information)

A. Title

B. Number of Credits

C. Degree Requirements Fulfilled: (Designate the Competence Area or Area of Concentration)

D. Name of Supervisor

II. LEARNING OBJECTIVES: (State the purposes, content, skills and processes which will be learned)

III. LEARNING ACTIVITIES: (Describe all activities to be undertaken to fulfill each of the objectives stated above. Be sure to include clear statements of both STUDENT RESPONSIBILITIES and SUPERVISOR RESPONSIBILITIES. Include anticipated completion dates for each activity.)

IV. EVALUATION: (Include specific information about METHODS, how you will measure your learning and, CRITERIA, the standards you will use for quantity and quality of the learning. When applied together, the methods and criteria should clearly indicate how well you have fulfilled your objectives.)

SIGNATURES:

STUDENT _____

SUPERVISOR _____

COORDINATOR _____

Learning Contract

SAMPLE

I. CONTENT AREA

- A. Title - Basic Clinical Interviewing Skills in Mental Health Settings
- B. Number of Credits - 3
- C. Degree Requirements Fulfilled
 - Mental Health Technician
 - Communications, Interpersonal, Self Awareness

II. LEARNING OBJECTIVES

- To describe the necessary traits of an effective interviewer/counselor.
- To identify the essential conditions for an effective interviewing situation.
- To establish an effective and appropriate environment for the interviewing process.
- To practice positive non-verbal behaviors and to observe non-verbal behaviors of clients.
- To paraphrase clients' statements and effectively communicate an understanding of their problems.
- To practice appropriate questioning techniques.

III. LEARNING ACTIVITIES

Student Responsibilities:

- Complete readings which provide a theoretical basis for an overview of basic interviewing skills.
- Observe experienced interviewer practicing essential skills.
- Interview clients entering clinic.
- Complete necessary interview forms.
- Keep daily journal which summarizes each experience.
- Discuss progress and problems with supervisor.
- Write essay (approximately 10 pages) which describes and evaluates understandings and skills.

Supervisor Responsibilities:

- Assign appropriate readings.
- Demonstrate basic techniques.
- Observe one interview session per week.
- Provide regular evaluative feedback to student.
- Read and evaluate students written assignments (journal & essay).
- Review completed interview forms.

Learning Contract continued
Basic Clinical Interviewing Skills in Mental Health Settings

IV. EVALUATION

Methods:

Observation and analysis of student's performance by supervisor and reaction of clients.

Evaluative review of student's written work.

Written narrative self evaluation by student.

Written narrative evaluation of student by supervisor.

Criteria:

Essay on traits, conditions and skills will be evaluated for completeness, accuracy of information, and understanding of concepts.

Setting and environment will be judged for attractiveness and warmth.

Non-verbal behaviors will be evaluated for positive eye contact, body orientation and posture.

Reflective listening skills will be evaluated in terms of accuracy and completeness of responses to clients, and reaction of clients to interviewer responses.

Questioning techniques will be evaluated for completeness of information elicited.



Community College of Vermont

Central Administrative Offices
P.O. Box 81
Montpelier, Vermont 05602
(802) 828-2401

COOPERATIVE EDUCATION EVALUATION

Dear

Your practicum has or will be ending soon. Enclosed are the evaluation forms which you are required to complete. Your supervisor has been sent a similar packet for completion.

The Learning Contract (Cooperative Education Agreement), your supervisor's evaluation, your self-evaluation, and your coordinator's evaluation become your final record of this learning experience. Take time to think carefully about what you have learned. Here are some suggestions to help you develop your self-evaluation statement:

Review the learning objectives that form the core of your agreement. Have you met these objectives?

What activities or methods did you use to meet your objectives? (You might remark on books read, research or special projects accomplished.)

What do you regard as the most important outcome of this experience?

Have you acquired any new interests or ideas as a result of your participation?

Student, supervisory, and coordinator evaluations are needed to make a complete student file. You may keep one copy of your self-evaluation and send one to me.

I hope you have enjoyed your practicum this semester. Please feel free to contact me if you have any questions.

Sincerely,



Community College of Vermont

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P.O. Box 81
Montpelier, Vermont 05602
(802) 828-2401

COOPERATIVE EDUCATION EVALUATION

Dear

_____'s practicum will be ending soon. Enclosed are the evaluation forms which you are asked to complete. Your student/employee has been sent a similar packet for completion.

The Learning Contract (Cooperative Education Agreement), your evaluation, your employee's self-evaluation, and the coordinator's evaluation become the final record of this learning experience. Take time to think carefully about what your employee has learned. Here are some suggestions to help you develop your evaluation statement:

Review the learning objectives that form the core of the agreement. Has your employee met these objectives?

What activities or methods were used to meet your objectives? (You might also remark on special projects accomplished.)

What do you regard as the most important outcome of this experience?

Has your employee acquired any special new skills as a result of this work experience?

Student, supervisory, and coordinator evaluations are needed to make a complete student file. You may keep one copy of your evaluation and send one to me.

I hope you have enjoyed your practicum student this semester. Please feel free to contact me if you have any questions.

Sincerely,

COMMUNITY COLLEGE OF VERMONT

Cooperative Education Experience
Student's Evaluation Statement

Student's Name: _____ Placement: _____
Address: _____ Contact Hours: _____

Supervisor: _____
Term: _____

Statement by Student: Be sure to mention the extent to which you accomplished the stated objectives, what you now know or are able to do as a result of the experience, any important unexpected learning that occurred and any significant on-the-job accomplishments or projects.

Students receiving a grade of "Incomplete" have one additional semester to complete a learning experience. A degree student with a grade of "I" must write a "plan to complete" or indicate the intent not to complete requirement. Intends not to complete will be recorded as an "N" (performance is not satisfactory) on the student's record. Incompletes not reconciled within the additional semester will also be recorded as an "N".

Date

Student Signature

COMMUNITY COLLEGE OF VERMONT

Cooperative Education Experience

Supervisor's Evaluation Statement

Student's Name: _____ Placement Title: _____

Address: _____

Supervisor: _____

Employer/Agency: _____

Statement by Supervisor: This is an educational evaluation. Be sure your evaluation measures what the student learned, reflects the extent to which the stated objectives were accomplished, is specific about what the student knows or is able to do as a result of the experience, and mentions any significant on the job accomplishments. If the required work is not complete, please describe what remains to be done.

Please also use the boxes below to give an overall evaluation of the student's performance. An "incomplete" indicates that due to extenuating circumstances, the student was not able to complete all required work.

☐ S - Performance Satisfactory (passing)

☐ N - Performance Not Satisfactory (not passing)

☐ I - Incomplete (see above)

Supervisor's signature

Date

COMMUNITY COLLEGE OF VERMONT

Student _____

Supervisor _____

COOPERATIVE EDUCATION
STUDENT OPINION OF WORK SETTING

DIRECTIONS: Read the items carefully. Please give your honest response.

Circle one number which represents your immediate impressions about each statement. Leave blank those questions you had no opportunity to observe.

Use this scale for rating:

1 - Strongly Disagree 2 - Disagree 3 - Tend to Disagree 4 - Tend to Agree 5 - Agree 6 - Strongly Agree

How I see and rate my supervisor and work setting:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. The supervisor demonstrated a sound knowledge of job skills and requirements. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. The supervisor seemed able to organize and present materials effectively. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. The supervisor was willing to answer student questions. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. The supervisor has an enthusiasm for teaching. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. The supervisor was unwilling to concede errors. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. The supervisor facilitated my doing my best work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. The supervisor was willing to entertain my suggestions about methods, materials, or procedures. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. The supervisor did not tolerate differing student opinions. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. The supervisor displayed enthusiasm for the content of the learning contract. | 1 | 2 | 3 | 4 | 5 | 6 |

(over)

Cooperative Education
Student Opinion of Work Setting

- | | |
|---|-------------|
| 10. The supervisor was available when needed. | 1 2 3 4 5 6 |
| 11. The supervisor showed <u>little or no</u> interest
in me as a student. | 1 2 3 4 5 6 |
| 12. The supervisor was prompt in evaluating work
assignments and projects. | 1 2 3 4 5 6 |
| 13. The work environment was pleasant and attractive. | 1 2 3 4 5 6 |
| 14. The employer had high but flexible expectations
for employee performance. | 1 2 3 4 5 6 |
| 15. I would recommend this employer to other students. | 1 2 3 4 5 6 |
| 16. The supervisor was flexible in modifying
approaches when meeting obstacles. | 1 2 3 4 5 6 |
| 17. I would rate this work setting as high compared
to other experiences I've had. | 1 2 3 4 5 6 |
| 18. _____ | 1 2 3 4 5 6 |
| 19. _____ | 1 2 3 4 5 6 |

COMMUNITY COLLEGE OF VERMONT

Student _____

Employer _____

COOPERATIVE EDUCATION
STUDENT SELF-EVALUATION

DIRECTIONS: Read items carefully. Please give honest responses.
Circle the one number which represents your immediate impressions about each statement.

Use this scale for rating:

1 - Strongly Disagree 2 - Disagree 3 - Tend to Disagree 4 - Tend to Agree 5 - Agree 6 - Strongly Agree

How I see myself and my performance in this work experience:

1. I sought out my supervisor if I had problems with the job assignments. 1 2 3 4 5 6
2. I sought out other employees if I had a problem with the work assignments. 1 2 3 4 5 6
3. I actively participated in any meetings and/or work projects. 1 2 3 4 5 6
4. I worked through the activities assigned. 1 2 3 4 5 6
5. I was very reliable in terms of being on the job. 1 2 3 4 5 6
6. I really didn't get involved in this work experience. 1 2 3 4 5 6
7. I feel I did my best work in the job placement. 1 2 3 4 5 6
8. I put in over two hours a week outside of work to fulfill the objectives of this learning experience. 1 2 3 4 5 6
9. I am doing (or plan to do) additional work in this area either on the job, taking a class or by doing my own studying. 1 2 3 4 5 6
10. I expressed my ideas in this work experience. 1 2 3 4 5 6
11. _____ 1 2 3 4 5 6
12. _____ 1 2 3 4 5 6

ACTIVITY WORKSHEET FOR STATED OBJECTIVES

OBJECTIVE: _____

TASK OR ACTIVITY

PERSON RESPONSIBLE

COMPLETION DATE

INDICATORS

COMMENTS

ACTIVITY WORKSHEET FOR STATED OBJECTIVES

OBJECTIVE: To develop Coop. Ed. work placements for CCV Students

<u>TASK OR ACTIVITY</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>	<u>INDICATORS</u>	<u>COMMENTS</u>
1. To identify area business and agency placements	1. Coop. Coord. & Counselor	1. End of Jan.	1. List of placements	
2. Send out letter	2. Coord.	2. Early Feb.	2. Response	
3. Meet with personnel director & agency/business	3. Coord.	3. Early March	3. Meeting confirmed	
4. Establish beginnings of a work bank	4. Coord.	4. March	4. Filing System in place and initial resources recorded.	4. Ongoing process

SAMPLE

Condensed Version
of the
Taxonomy of Educational Objectives

Cognitive Domain
Benjamin S. Bloom, Editor

1.00 KNOWLEDGE

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material. Although some alternations of the material may be required, this is a relatively minor part of the task. The knowledge objectives emphasize most the psychological processes of remembering. The process of relating is also involved in that a knowledge test situation required the organization and reorganization of a problem such that it will furnish the appropriate signals and cues for the information and knowledge the individual possesses. To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues, and clues which will most effectively bring out whatever knowledge is filed or stored.

1.10 KNOWLEDGE OF SPECIFICS

The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents. This material, which is at a very low level of abstraction, may be thought of as the elements from which more complex and abstract forms of knowledge are built.

1.11 KNOWLEDGE OF TERMINOLOGY

Knowledge of the referents for specific symbols (verbal and non-verbal). This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.

* To define technical terms by giving their attributes, properties, or relations.

* Familiarity with a large number of words in their common range of meanings.

1.12 KNOWLEDGE OF SPECIFIC FACTS

Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. It may also include approximate or relative information such as an approximate or relative information such as an approximate time period or the general order of magnitude of a phenomenon.

* Illustrative educational objectives selected from the literature.

- * The recall of major facts about particular cultures.
- * The possession of a minimum knowledge about the organisms studied in the laboratory.

1.20 KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS

Knowledge of the areas of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the standards of judgment within a field as well as the patterns of organization which the areas of the fields themselves are determined and internally organized. This knowledge is at an intermediate level of abstraction between specific knowledge on the one hand and knowledge of universals on the other. It does not so much demand the activity of the student in using the materials as it does a more passive awareness of their nature.

1.21 KNOWLEDGE OF CONVENTIONS

Knowledge of characteristic ways of treating and presenting ideas and phenomena. For purposes of communication and consistency, workers in a field employ usages, styles, practices, and forms which best suit their purposes and/or which appear to suit best the phenomena with which they deal. It should be recognized that although these forms and conventions are likely to be set up on arbitrary, accidental, or authoritative bases, they are retained because of the general agreement or concurrence of individuals concerned with the subject, phenomena, or problem.

- * Familiarity with the forms and conventions of the major types of works, e.g., verse, plays, scientific papers, etc.
- * To make pupils conscious of correct form and usage in speech and writing.

1.22 KNOWLEDGE OF TRENDS AND SEQUENCES

Knowledge of the processes, directions, and movements of phenomena with respect to time.

- * Understanding of the continuity and development of American culture as exemplified in American life.
- * Knowledge of the basic trends underlying the development of public assistance programs.

1.23 KNOWLEDGE OF CLASSIFICATIONS AND CATEGORIES

Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental for a given subject field, purpose, argument, or problem.

- * To recognize the area encompassed by various kinds of problems or materials
- * Becoming familiar with a range of types of literature.

1.24 KNOWLEDGE OF CRITERIA

Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged.

- * Familiarity with criteria for judgement appropriate to the type of work and the purpose for which it is read.
- * Knowledge of criteria for the evaluation of recreational activities.

1.25 KNOWLEDGE OF METHODOLOGY

Knowledge of the methods of inquiry, techniques, and procedures employed in a particular subject field as well as those employed in investigating particular problems and phenomena. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

- * Knowledge of scientific methods for evaluating health concepts.
- * The student shall know the methods of attack relevant to the kinds of problems of concern to the social sciences.

1.30 KNOWLEDGE OF THE UNIVERSALS AND ABSTRACTIONS IN A FIELD

Knowledge of the major schemes and patterns by which phenomena and ideas are organized. These are the large structures, theories, and generalizations which dominate a subject field or which are quite generally used in studying phenomena or solving problems. These are at the highest levels of abstraction and complexity.

1.31 KNOWLEDGE OF PRINCIPLES AND GENERALIZATIONS

Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of value in explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken.

- * Knowledge of the important principles by which our experience with biological phenomena is summarized.
- * The recall of major generalizations about particular cultures.

1.32 KNOWLEDGE OF THEORIES AND STRUCTURES

Knowledge of the body of principles and generalizations together with their interrelations which present a clear, rounded, and systematic view of a complex phenomenon, problem, or field. These are the most abstract formulations, and they can be used to show the interrelation and organization of a great range of specifics.

- * The recall of major theories about particular cultures.
- * Knowledge of a relatively complete formulation of the theory of evolution.

INTELLECTUAL ABILITIES AND SKILLS

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems. The materials and problems may be of such nature that little or no specialized and technical information is required. Such information as is required can be assumed to be part of the individual's general fund of knowledge. Other problems may require specialized and technical information at a rather high level such that specific knowledge and skill in dealing with the problem and the materials are required. The abilities and skills objectives emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose. The materials may be given or remembered.

2.00 COMPREHENSION

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

2.10 TRANSLATION

Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from one language or form of communication to another. Translation is judged on the basis of faithfulness and accuracy, that is, on the extent to which the material in the original communication is preserved although the form of the communication has been altered.

- * The ability to understand non-literal statements. (metaphor, symbolism, irony, exaggeration).
- * Skill in translating mathematical, verbal material into symbolic statements and vice versa.

2.20 INTERPRETATION

The explanation or summarization of a communication. Whereas translation involves an objective part-for-part rendering of a communication, interpretation involved a reordering, rearrangement, or new view of the material.

- * The ability to grasp the thought of the work as a whole at any desired level of generality.
- * The ability to interpret various types of social data.

2.30 EXTRAPOLATION

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

- * The ability to deal with the conclusions of a work in terms of the immediate inference made from the explicit statements.
- * Skills in predicting continuation of trends.

3.00 APPLICATION

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied.

- * Application to the phenomena discussed in one paper of the scientific terms or concepts used in other papers.
- * The ability to predict the probable effect of a change in a factor on a biological situation previously at equilibrium.

4.00 ANALYSIS

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

4.10 ANALYSIS OF ELEMENTS

Identification of the elements included in a communication.

- * The ability to recognize unstated assumptions.
- * Skill in distinguishing facts from hypotheses.

4.20 ANALYSIS OF RELATIONSHIPS

The connections and interactions between elements and parts of a communication.

- * Ability to check the consistency of hypotheses with given information and assumptions.
- * Skill in comprehending the interrelationships among the ideas in a passage.

4.30 ANALYSIS OF ORGANIZATIONAL PRINCIPLES

The organization, systematic arrangement, and structure which hold the communication together. This includes the "explicit" as well as "implicit" structure. It includes the bases, necessary arrangement, and the mechanics which make the communication a unit.

- * The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning.
- * Ability to recognize the general techniques used in persuasive materials, such as advertising, propaganda, etc.

5.00 SYNTHESIS

The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

5.10 PRODUCTION OF A UNIQUE COMMUNICATION

The development of a communication in which the writer or speaker attempts to convey ideas, feelings, and/or experiences to others.

- * Skill in writing, using an excellent organization of ideas and statements.
- * Ability to tell a personal experience effectively.

5.20 PRODUCTION OF A PLAN, OR PROPOSED SET OF OPERATIONS

The development of a plan of work or the proposal of a plan of operations. The plan should satisfy requirements of the task which may be given to the student or which he may develop for himself.

- * Ability to propose ways of testing hypotheses.
- * Ability to plan a unit of instruction for a particular teaching situation.

5.30 DERIVATION OF A SET OF ABSTRACT RELATIONS

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.

- * Ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.
- * Ability to make mathematical discoveries and generalizations.

6.00 EVALUATION

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

6.10 JUDGMENTS IN TERMS OF INTERNAL EVIDENCE

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

- * Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to to exactness of statement, documentation, proof, etc.
- * The ability to indicate logical fallacies in arguments.

6.20 JUDGMENTS IN TERMS OF EXTERNAL CRITERIA

Evaluation of materials with reference to selected or remembered criteria.

- * The comparison of major theories, generalizations, and facts about particular cultures.
- * Judging by external standards, the ability to compare a work with the highest known standards in its field - especially with other works of recognized excellence.

A Condensed Version
of the Affective Domain of the
Taxonomy of Educational Objectives

Handbook II: Affective Domain
David R. Krathwohl, Ed.

1.0 RECEIVING (ATTENDING)

At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he be willing to receive or to attend to them. This is clearly the first and crucial step if the learner is to be properly oriented to learn what the teacher intends that he will. To indicate that this is the bottom rung of the ladder, however, is not at all to imply that the teacher is starting de novo. Because of previous experience (formal or informal), the student brings to each situation a point of view or set which may facilitate or hinder his recognition of the phenomena to which the teacher is trying to sensitize him.

The category of Receiving has been divided into three subcategories to indicate three different levels of attending to phenomena. While the division points, between the subcategories are arbitrary, the subcategories do represent a continuum. From an extremely passive position or role on the part of the learner, where the sole responsibility for the avocation of the behavior rests with the teacher - that is, the responsibility rests with him for "capturing" the student's attention - the continuum extends to a point at which the learner directs his attention, at least at a semiconscious level, toward the preferred stimuli.

1.1 AWARENESS

Awareness is almost a cognitive behavior. But unlike Knowledge, the lowest level of the cognitive domain, we are not so much concerned with a memory of, or ability to recall, an item or fact as we are that, given appropriate opportunity, the learner will merely be conscious of something - that he take into account a situation, phenomenon, object, or stage of affairs. Like Knowledge it does not imply an assessment of the qualities or nature of the stimulus, but unlike Knowledge it does not necessarily imply attention. There can be simple awareness without specific discrimination or recognition of the objective characteristics of the object, even though these characteristics must be deemed to have an effect. The individual may not be able to verbalize the aspects of the stimulus which cause the awareness.

- Develops awareness of aesthetic factors in dress, furnishings, architecture, city design, good art, and the like.
- Develops some consciousness of color, form, arrangement, and design in the objects and structures around him and in descriptive or symbolic representation of people, things, and situations.¹

1. Illustrative objectives selected from the literature follow the description of each subcategory.

1.2 WILLINGNESS TO RECEIVE

In this category we have come a step up the ladder but are still dealing with what appears to be cognitive behavior. At a minimum level, we are here describing the behavior of being willing to tolerate a given stimulus, not to avoid it. Like Awareness, it involves a neutrality or suspended judgment toward the stimulus. At this level of the continuum the teacher is not concerned that the student seek it out, nor even, perhaps, that in an environment crowded with many other stimuli the learner will necessarily attend to the stimulus. Rather, at worst, given the opportunity to attend in a field with relatively few competing stimuli, the learner is not actively seeking to avoid it. At best, he is willing to take notice of the phenomenon and give it his attention.

- Attends (carefully) when others speak - in direct conversation, on the telephone, in audiences.
- Appreciation (tolerance) of cultural patterns exhibited by individual from other groups - religious, social, political, economic, national, etc.
- Increase in sensitivity to human need and pressing social problems.

1.3 CONTROLLED OR SELECTED ATTENTION

At a somewhat higher level we are concerned with a new phenomenon, the differentiation of a given stimulus into figure and ground at a conscious or perhaps semiconscious level - the differentiation of aspects of a stimulus which is perceived as clearly marked off from adjacent impressions. The perception is still without tension or assessment, and the student may not know the technical terms or symbols with which to describe it correctly or precisely to others. In some instances it may refer not so much to the selectivity of attention as to the control of attention, so that when certain stimuli are present they will be attended to. There is an element of the learner's controlling the attention here, so that the favored stimulus is selected and attended to despite competing and distracting stimuli.

- Listens to music with some discrimination as to its mood and meaning and with some recognition of the contributions of various musical elements and instruments to the total effect.
- Alertness toward human values and judgments on life as they are recorded in literature.

2.00 RESPONDING

At this level we are concerned with responses which go beyond merely attending to the phenomenon. The student is sufficiently motivated that he is not just 1.2 Willing to attend, but perhaps it is correct to say that he is actively attending. As a first stage in a "learning by doing" process the student is committing himself in some small measure to the phenomena involved. This is a very low level of commitment, and we would not say at this level that this was "a value of his" or that he had "such and such an attitude". These terms belong to the next higher level that we describe. But we could say that he is doing something with or about the phenomenon besides merely perceiving it, as would be true at the next level below this 1.3 Controlled or selected attention.

This is the category that many teachers will find best describes their

"interest" objectives. Most commonly we use the term to indicate the desire that a child become sufficiently involved in or committed to a subject, phenomenon, or activity that he will seek it out and gain satisfaction from working with it or engaging in it.

2.1 ACQUIESCENCE IN RESPONDING

We might use the word "obedience" or "compliance" to describe this behavior. As both of these terms indicate, there is a passiveness so far as the initiation of the behavior is concerned, and the stimulus calling for this behavior is not subtle. Compliance is perhaps a better term than obedience, since there is more of the element of reaction to a suggestion and less of the implication of resistance or yielding unwillingly. The student makes the response, but he has not fully accepted the necessity for doing so.

- Willingness to comply with health regulations.
- Obeys the playground regulations.

2.2 WILLINGNESS TO RESPOND

The key to this level is in the term "willingness", with its implication of capacity for voluntary activity. There is the implication that the learner is sufficiently committed to exhibiting the behavior that he does so not just because of a fear of punishment, but "on his own" or voluntarily. It may help to note that the element of resistance or of yielding unwillingly, which is possibly present at the previous level, is here replaced with consent or proceeding from one's own choice.

- Acquaints himself with significant current issues in international, political, social, and economic affairs through voluntary reading and discussion.
- Acceptance of responsibility for his own health and for the protection of the health of others.

2.3 SATISFACTION IN RESPONSE

The additional element in the step beyond the Willingness to respond level, the consent, the assent to responding, or the voluntary response, is that the behavior is accompanied by a feeling of satisfaction, an emotional response, generally of pleasure, zest, or enjoyment. The location of this category in the hierarchy has given us a great deal of difficulty. Just where in the process of internalization the attachment of an emotional response, kick, or thrill to a behavior occurs has been hard to determine. For that matter there is some uncertainty as to whether the level of internalization at which it occurs may not depend on the particular behavior. We have even questioned whether it should be a category. If our structure is to be a hierarchy, then each category should include the behavior in the next level below it. The emotional component appears gradually through the range of internalization categories. The attempt to specify a given position in the hierarchy as the one at which the emotional component added is doomed to failure.

The category is arbitrarily placed at this point in the hierarchy where it seems to appear most frequently and where it is cited as or appears to be an important component of the objectives at this level on the continuum. The category's inclusion at this point serves the pragmatic purpose of reminding us of the presence of the emotional component and its value in the building of

affective behaviors. But it should not be thought of as appearing and occurring at this one point in the continuum and thus destroying the hierarchy which we are attempting to build.

- Enjoyment of self-expression in music and in arts and crafts as another means of personal enrichment.
- Finds pleasure in reading for recreation.
- Takes pleasure in conversing with many different kinds of people.

3.0 VALUING

This is the only category headed by a term which is in common use in the expression of objectives by teachers. Further, it is employed in its usual sense: that a thing, phenomenon, or behavior has worth. This abstract concept of worth is in part a result of the individual's own valuing or assessment, but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth.

Behavior categorized at this level is sufficiently consistent and stable to have taken on the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value. At this level, we are not concerned with the relationships among values but rather with the internalization of a set of specified, ideal, values. Viewed from another standpoint, the objectives classified here are the prime stuff from which the conscience of the individual is developed into active control of behavior.

This category will be found appropriate for many objectives that use the term "attitude" (as well as, of course, "value").

An important element of behavior characterized by Valuing is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior.

3.1 ACCEPTANCE OF A VALUE

At this level we are concerned with the ascribing of worth to a phenomenon, behavior, object, etc. The term "belief," which is defined as "the emotional acceptance of a proposition or doctrine upon what one implicitly considers adequate ground" (English and English, 1958, p. 64), describing quite well what may be thought of as the dominant characteristic here. Beliefs have varying degrees of certitude. At this lowest level of Valuing we are concerned with the lowest levels of certainty; that is, there is more of a readiness to re-evaluate one's position than at the higher levels. It is a position that is somewhat tentative.

One of the distinguishing characteristics of this behavior is consistency of response to the class of objects, phenomena, etc. with which the beliefs or attitude is identified. It is consistent enough so that the person is perceived by others as holding the belief or value. At the level we are describing here, he is both sufficiently consistent that others can identify the value, and sufficiently committed that he is willing to be so identified.

- Continuing desire to develop the ability to speak and write effectively.

- Grows in his sense of kinship with human beings of all nations.

3.2 PREFERENCE FOR A VALUE

The provision for this subdivision arose out of a feeling that there were objectives that expressed a level of internalization between the mere acceptance of a value and commitment or conviction in the usual connotation of deep involvement in an area. Behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it.

- Assumes responsibility for drawing reticent members of a group into conversation.
- Deliberately examines a variety of viewpoints on controversial issues with a view to forming opinions about them.
- Actively participates in arranging for the showing of contemporary artistic efforts.

3.3 COMMITMENT

Belief at this level involves a high degree of certainty. The ideas of "conviction" and "certainty beyond a shadow of a doubt" help to convey further the level of behavior intended. In some instances this may border on faith, in the sense of it being a firm emotional acceptance of a belief upon admittedly nonrational grounds. Loyalty to a position, group, or cause would also be classified here.

The person who displays behavior at this level is clearly perceived as holding one value. He acts to further the thing valued in some way, to extend the possibility of his developing it, to deepen his involvement with it and with the things representing it. He tries to convince others and seeks converts to his cause. There is a tension here which needs to be satisfied; action is the result of an aroused need or drive. There is a real motivation to act out the behavior.

- Devotion to those ideas and ideals which are the foundations of democracy.
- Faith in the power of reason and in methods of experiment and discussion.

4.0 ORGANIZATION

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus necessity arises for (a) the organization of the values into a system, (b) the determination of the interrelationships among them, and (c) the establishment of the dominant and pervasive ones. Such a system is built gradually, subject to change as new values are incorporated. This category is intended as the proper classification for objectives which describe the beginnings of the building of a value system. It is subdivided into two levels, since a prerequisite to interrelating is the conceptualization of the value in a form which permits organization. Conceptualization forms the first subdivision in the organization process. Organization of a value system the second.

While the order of the two subcategories seems appropriate enough with reference to one another, it is not so certain that 4.1 Conceptualization of value is properly placed as the next level above 3.3 Commitment. Conceptualization undoubtedly begins at an earlier level for some objectives. Like 2.3 Satisfaction in response, it is doubtful that a single completely satisfactory location for this category can be found. Positioning it before 4.2 Organization of a value system appropriately indicates a prerequisite of such a system. It also calls attention to a commitment of affective growth that occurs at least by this point on the continuum but may begin earlier.

4.1 CONCEPTUALIZATION OF A VALUE

In the previous category, 3.0 Valuing, we noted that consistency and stability are integral characteristics of the particular value or belief. At this level (4.1) the quality of abstraction or conceptualization is added. This permits the individual to see how the value relates to those that he already holds or to new ones that he is coming to hold.

Conceptualization will be abstract, and in this sense it will be symbolic. But the symbols need not be verbal symbols. Whether conceptualization first appears at this point on the affective continuum is a moot point, as noted above.

- Attempts to identify the characteristics of an art object which he admires.
- Form judgments as to the responsibility of society for conserving human and material resources.

4.2 ORGANIZATION OF A VALUE SYSTEM

Objectives properly classified here are those which require the learner to bring together a complex of values, possibly disparate values, and to bring these into an ordered relationship with one another. Ideally, the ordered relationship will be one which is harmonious and internally consistent. This is, of course, the goal of such objectives, which seek to have the student formulate a philosophy of life. In actuality, the integration may be something less than entirely harmonious. More likely the relationship is better described as a kind of dynamic equilibrium which is, in part, dependent upon those portions of the environment which are salient at any point in time. In many instances the organization of values may result in their synthesis into a new value or value complex of higher order.

- Weighs alternative social policies and practices against the standards of the public welfare rather than the advantage of specialized and narrow interest groups.
- Develops a plan for regulating his rest in accordance with the demands of his activities.

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged.

The individual acts consistently in accordance with the values he has internalized at this level, and our concern is to indicate two things: (a) the generalization of this control to so much of the individual's behavior that he is described and characterized as a person by these pervasive controlling tendencies, and (b) the integration of these beliefs, ideas, and attitudes into a total philosophy or world view. These two aspects constitute the subcategories.

5.1 GENERALIZED SET

The generalized set is that which gives an internal consistency to the system of attitudes and values at any particular moment. It is selective responding at a very high level. It is sometimes spoken of as a determining tendency, an orientation toward phenomena, or a predisposition to act in a certain way. The generalized set is a response to highly generalized phenomena. It is a persistent and consistent response to a family of related situations or objects.

It may often be an unconscious set which guides action without conscious forethought. The generalized set may be thought of as closely related to the idea of an attitude cluster, where the commonality is based on behavioral characteristics rather than the subject or object of the attitude. A generalized set is a basic orientation which enables the individual to reduce and order the complex world about him and to act consistently and effectively in it.

- Readiness to revise judgments and to change behavior in the light of evidence.
- Judges problems and issues in terms of situations, issues, purposes, and consequences involved rather than in terms of fixed, dogmatic precepts or emotionally wishful thinking.

5.2 CHARACTERIZATION

This, the peak of the internalization process, includes those objectives which are broadest with respect both to the phenomena covered and to the range of behavior which they comprise. Thus, here are found those objectives which concern one's view of the universe, one's philosophy of life, one's Weltanschauung - a value system having as its object the whole of what is known or knowable.

Objectives categorized here are more than generalized sets in the sense that they involve a greater inclusiveness and, within the group of attitudes, behaviors, belief, or ideas, an emphasis on internal consistency. Though this internal consistency may not always be exhibited behaviorally by the students toward whom the objective is directed, since we are categorizing teachers' objectives, this consistency feature will always be a component of Characterization objectives.

As the title of the category implies, these objectives are so encompassing that they tend to characterize the individual almost completely.

- Develops for regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.
- Develops a consistent philosophy of life.